DOCUMENT RESUME

ED 410 753 FL 024 695

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TITLE	Mainstreaming ESL: Case Studies in Integrating ESL Students into the Mainstream Curriculum.
ISBN	ISBN-1-85359-348-6
PUB DATE	1996-00-00
NOTE	249p.
AVAILABLE FROM	Multilingual Matters Ltd., 1900 Frost Road, Suite 101, Bristol, PA 19007 (hardback: ISBN-1-85359-349-4; paperback: ISBN-85359-348-6, $34.95).
PUB TYPE	Books (010) -- Reports - Research (143)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Case Studies; Elementary Secondary Education; *English (Second Language); Environmental Education; Equal Education; Foreign Countries; Geography; *Heterogeneous Grouping; History Instruction; *Limited English Speaking; Literacy Education; Program Descriptions; Science Instruction; *Student Placement; Team Teaching
IDENTIFIERS	*Content Area Teaching

ABSTRACT

This book presents nine case studies from Australia, Canada, the United States, and the United Kingdom in which English-as-a-Second-Language (ESL) students have been successfully integrated into regular classrooms. An introductory section looks at the different contexts for the studies, objectives of language-minority education, the rationale behind mainstreaming, factors facilitating language learning, the mainstream class as a language learning environment, forms of support for language development in the mainstream classroom, and the role of ESL instruction in providing educational equity. Four of the case studies concern elementary education: "Supporting Small ESL Groups in a Mainstream Primary School" (Cressida Jupp); "A Whole-Language Approach to Mainstreaming" (L. Westbrook, Sharon Bergquist-Moody); "A Mainstream Primary Classroom with a Majority of ESL Students: Planning for English Language Learning" (Elina Raso); and "A Whole-School Approach to Mainstreaming: The Rose Avenue ESL/D Project" (Julie Reid, Nancy Kitegawa). Five concern secondary education: "A Sheltered History Course for ESL Students" (Ross McKean); "Environmental Studies for ESL Students: School Skills, Literacy and Language" (Anne Filson); "Content-Based Language Teaching: Geography for ESL Students" (Ruth Evans); "Integrating a Small Group of ESL Students into Mainstream Science: Partnership Teaching" (Manny Vazquez); and "Mainstream Science with a Majority of ESL Learners: Integrating Language and Content" (Hugh Hooper). (MSE)

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